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TEACHER EDUCATION

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Principles that Undergird Field Trips

CHRIS A. DE YOUNG*

A FEW basic psychological and educational principles that undergird field trips are enumerated tersely in the following paragraphs:

1. *Educational emphasis.* The field trip is an educational procedure designed to facilitate teaching and learning. Although pleasure and business can be combined, the field trip is not a technique for entertaining pupils. Hence the use of the word "excursion" to designate this pupil-teacher experience should be discouraged since it connotes a holiday, play time, or recreational outing.

2. *Advance planning.* Since the field trip in schools and colleges is educational, the person or committee in charge must plan carefully for the event. Usually the planning is shared by the students, teacher, and a representative from the firm, institution, or place being visited. It may involve a preliminary overview trip by the teacher. Advance thinking enhances the learning values of the educational undertaking.

3. *Democratic procedure.* In order to be truly educational, a field trip is conducted on a democratic basis. The pupils, teacher, parents, and those in charge of the work being viewed cooperate in planning, conducting, and evaluating the trip. Frequently pupils are asked to list and check the things they especially wish to see or should observe. This information is then relayed to the person conducting the tour. Guidance in observation multiplies effective learnings, although pupils must learn to do without mental crutches supplied by the teacher. The trips emphasize learning gained through pupil efforts under the wise guidance of the teacher.

4. *Demonstration.* In connection with the recent world fairs, a demonstration of a process in manufacturing was found more effective than a mere inert display of products. An educational visit to a manufacturing plant is superior when it gives concerted attention to all four of the following factors: the process of manufacturing, the product made, the producer engaged in the work, and the consumer who uses the article. One does not make educational trips merely to see "things."

5. *Searching inquiry.* In many adult trips wherein the adults or charitable organizations are paid for making the visit, the emphasis may be upon consumer education. Subtle propaganda of a commercial or even political nature is often injected. One test of the pupil learnings on a field trip may be the development of searching inquiry, sales resistanceship, suspended judgment, or imperviousness to extreme gullibility.

6. *Life understandings.* Among the concepts and insights to be developed

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in connection with most educational trips are life understandings—personal, social, economic, political, and cultural. Concertedly or individually these understandings may be realized. In all group trips many social by-products are inevitable.

7. *Utilization of community.* Particularly is the field trip valuable in connection with the utilization of community resources. The pupil's desk or the classroom is an infinitesimal part of the arena of life. A community school, therefore, extends the four walls of the classroom so that it embraces the surrounding territory. The area encompassed in educational journeys is limited by such factors as the age of the pupils, the nature of the trip, and the cost.

8. *Safety.* The American Association of School Administrators is devoting its entire 1940 yearbook to the subject, "Safety Education." It is incumbent upon teachers and pupils to consider seriously measures for protecting life and limb in transportation to or from the place being visited. Piling a large number of children in an uninsured rickety car driven by an incompetent driver is a hazardous undertaking. In many schools a regular board of education bus is provided for educational travel. Teachers and administrators will do well to emphasize safety in planning and conducting trips. Especially in the case of small children must the coöperation and consent of parents be obtained.

9. *Property rights.* Respect for property is a cardinal discipline in education. Pupils and students taking educational trips should recognize their privileges and responsibilities. Part of the responsibility is for pupils to conduct themselves as worthy citizens who respect property rights. The writer last summer visited the Forest Products Laboratory at Madison, Wisconsin, but the group was not permitted anywhere near the papermaking machines because during one of the regularly conducted trips vandals had recently destroyed several hundred dollars worth of property by tossing articles between expensive rollers. Any damage done during such trips should be paid for by the persons perpetrating the deed. Best of all, there should be no damage.

10. *Public relations.* The educational field trip is a puissant factor in public relations. The community ought to be so educated to the advantages of these significant educational experiences that when a group leaves the school grounds, the people in the town do not say, "The teacher must be lazy today. She is taking the children out for a walk." The educational value of field trips is enhanced through public relations and public relations may be improved through field trips.

11. *Economy of learning.* The principle of economy of learning should apply to all educational work. In many cases, it is more profitable for a delegate or small committee from the class to make the contemplated trip and then report back to the class in an audience situation. Often it is more economical to show slides or a film than to make long journeys. Time-lapse photography and animated drawings may give pupils a better idea of

how certain products are made than will a prolonged trip to a distant manufacturing plant.

12. *Repetition.* On the other hand just as educational films may be shown advantageously several times to the same group of students in order to clinch certain learnings, likewise some tours may be repeated profitably. Trips may be used for one or all of the purposes of initiating, developing, or culminating a lesson or unit. Obviously, a report on trips made should be kept by the principal or supervisor so that pupils are not subjected to unnecessary repetitions in successive grades.

13. *Evaluation.* Too often the education is ended the day the trip is made; too often evaluation is omitted. Each field trip should be followed by verbal or written evaluation and interpretation by the pupils and teacher. The trip should stimulate questions and promote a zealous quest for answers. The essence of evaluation lies in seeking to measure attitudes, appreciations, and insights developed by the pupils.

14. *Direct experience.* The strongest argument for educational field trips is that they provide direct experience, nearby observations, and first-hand knowledge rather than merely second-hand reading about things. To say, "I went there" or "I saw it myself" is more indicative of inner conviction and intrinsic learning than a dull report on the number of pages read in a book. Both the direct experience and the ancillary reading are, of course, essential. The field trip is often a powerful stimulator to extensive and intensive reading.

In fine, this teaching-learning technique which often makes teachers of pupils and pupils of teachers is an ally of both teaching and learning. The values of field trips are not confined to any one educational level. At Illinois State Normal University, as indicated in the following pages, field trips are employed in the eighteen-year program from the pre-kindergarten through the elementary grades, secondary school, and teachers college. They are used effectively in courses during the regular year, summer session, and in extension work. They constitute curricular, co-curricular, and extra-curricular activities. Their effectiveness is not confined to pre-service education, as many schools employ field trips as part of their in-service program of teacher education.

Field Trips for Kindergarten Children

ROWENA NOE*

FIELD TRIPS or excursions are meaningful to kindergarten children. Such trips help to enrich their experiences and to clarify ideas which may come up in their group discussions. The situation of the kindergarten in a teachers college affords exceptionally rich opportunities for interesting trips within the college buildings and on the campus. Student teachers, college students, and parents often join the children in their explorations on the campus.

What is the purpose of a trip for a four or five year old child?

First, the child is naturally endowed with curiosity and should be given plenty of chance to exercise it. He is eager to see, hear, and experience all sorts of things. He likes to go exploring by himself, with other children, with his parents, with his teachers, with anyone or anywhere.

Second, the child develops better understanding of his environment. Such understanding may be developed by the teacher's pointing out a few things at a time in such a way as will help the child interpret what he is seeing.

Third, the child gains new words and new concepts in his explorations. Recently, when a group of kindergarten children was watching the excavation made for the new library building on the campus of Illinois State Normal University a question arose. "What's that?" The children were pointing to a large derrick that was lifting dirt from the ground. After discussion among the children, a foreman was called to give them more information. The foreman explained to the children that the machine they were watching was not called a derrick, but that it is known as a crane. After this experience, the children were eager to use the new word they had heard on that occasion. Later, in a discussion with the student teachers, it was pointed out that story-books had possibly influenced their thinking and vocabulary, since many picture books use the word *derrick* rather than *crane*.

Every excursion that is taken should be made in connection with a specific experience. Before going on the trip, the children and the teachers should discuss how to get to the place they are going, and how to conduct themselves on a trip. Children are usually eager to suggest rules of conduct for their trip. It is always advisable for the teacher to make a preliminary visit and learn of the conditions to be encountered on the field trip. It is very helpful to talk over plans with the person or guide with whom the children will talk. In this way, the teacher and guide

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will have the same point of view. This conference will aid in making the trip more successful, and will prevent wasted effort.

There are said to be three separate stages in any field trip. First, there must be the planning and discussion beforehand. The child enjoys this. If a trip is made with the idea of seeing something special, the discussion beforehand often makes him more alert and observant. The second stage is the experience itself. The third stage is the aftermath. It is well to let the expression about the trip come from the children. If the experience has been a good one, their understanding will be deepened through discussions. This kind of follow-up is one of the pleasant by-products of a good excursion.

Kindergarten children are given opportunities for careful planning in the Thomas Metcalf Training School. They enjoy naming what they will see, where they will go, and who will be there to talk with them before they start on a field trip. After these items are enumerated, they are off with a purpose in their excursion.

A great deal of questioning and conversation occurs during the trip and its effect may not be noticed for some time afterward. Expressions of interest usually come spontaneously from the children when such responses are not expected. Teachers are too often eager for visible evidence of the child's reactions and try to force their discussions immediately. A wise teacher will realize that these expressions may come up later as an enrichment of a further experience.

In a teachers college, typical trips might include, visiting the art department, the home economics department, the library, the machine shops, the science department, and the heating plant. All communities offer some interesting places for experiences and excursions. The following places found in most neighborhoods are excellent trips for kindergarten children:

Stores—To a grocery store to buy supplies for cooking; to a dairy to purchase cream to make butter; to the florist to buy flowers for a sick child; to department stores for purchases for celebrating holidays, such as Halloween and Christmas.

Community Centers—To churches, to see beautiful interiors and to hear bells; to the bank, the post office, the zoo, the fire station, the police station, a garage and filling station, an airport, the railroad station.

There is almost no end to the number of experiences in which kindergarten children can be interested if their attention is called to such experiences. It is not that the five-year old delves into the "hows" and "whys" of things. He is more interested in investigating and exploring widely. The teacher is not interested in building up within the kindergarten child a great fund of specific scientific data, but rather in helping him build for himself an inquiring mind and a seeing eye. The purpose is to help the child to wonder and inquire about his experiences and explorations.

Field Trips in the Elementary School

MARGARET COOPER*

THE nature of trips in the elementary school will, of course, depend upon the age of the child. In the kindergarten, children begin to explore the immediate environment. Gradually, the trips extend into the nearby community, the city, county, state and even, in some of the schools where trips are being used extensively, into neighboring states. It is not always necessary to undertake a long and elaborate excursion. Some of the general possibilities are as follows:

1. Short walks in order to observe: the autumn colors; seeds; gardens and home pets of some of the children in the room; a house under construction in the neighborhood; a nearby highway to notice the kinds of trucks and cars and how often they pass.

2. Trips to a nearby farm for various purposes: to see the different kinds of animals on the farm; to watch the different people at work in order to find out upon whom city people are dependent for milk, eggs, and other necessities of the home; to notice ways in which the animals are fed and cared for; to observe the shearing of the sheep.

3. Short trips to all types of buildings to see such things as: those in process of construction; the materials used; the various types of workers who help to build their homes and public buildings; different types of architecture used for the various kinds of buildings.

4. Excursions to see various phases of home and community life, such as: stores; recreation centers; welfare agencies; open-air schools; public auditoriums.

5. Trips may be taken to study the places where cultural treasures are stored, as in: libraries, museums, historical societies; private homes where there are collections of special significance.

6. Trips to places of special literary or historical interest within the community. Frequently the school may coöperate with the community in setting up historical markers or in compiling a pamphlet to be used by the Chamber of Commerce which describes outstanding places of interest in the community.

7. Trips to the various industrial plants to see such significant things as: nationality, ages, and attitudes of the workers; the conditions under which they work; the materials which they use; the processes of manufacture.

8. Children may make simple surveys of their own towns to find for example: the proportion of apartment buildings to one-family homes; the

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types of building materials used in the community as a whole; places where traffic is heaviest; the number of children who play in yards, in vacant lots, or in the streets.

9. Trips for the purpose of trying to understand other races and cultural backgrounds, as to: a negro church; a Chinese restaurant, to talk with the Chinese laundryman; to settlements; to night school; to visit families of foreign birth.

10. Journeys to schools of different types, such as: a village school; one and two-room rural schools; city schools on a departmentalized plan; junior high schools. The purpose of such trips would not be to engage in competitive contests but rather to compare activities and fundamental purposes and to study the relative advantages of the education offered in these different schools.

11. Visits to municipal, county, state and federal developments and organizations, such as: city and county courts; state legislature; protective agencies; hospitals; parks.[1]

Sometimes teachers are puzzled to know how to select the best places for trips. A helpful rule is to take the shortest and simplest one that will accomplish the purpose for which the trip is planned. For example, in the intermediate grades, when the children are beginning to study commerce, it is probably better, instead of taking children of that age to the Alton shops where they are almost certain to be confused by the intricate activity, to take them to a street crossing about three blocks from the school where they may watch and interpret the significance of a long freight train as it rumbles past with its many cars, varied in color, label, and source.

Too frequently the school excursion becomes almost as bookish as the study of a text book. The children step forth to look at something and then return to the class room to recite what they have seen. In order that the experience may be of value, their mental attitude must be alert and curious and their participation active in the organization of the things they have discovered.

Whenever it is possible to tie up school trips with action in order that ideas may enter into conduct, this is valuable. An illustration of such an experience is that of a study of safety when the children watch the traffic at different congested places, hold conferences with traffic policeman, and then reorganize their own habits of coming and going to meet the needs of the resultant safety program.[2]

The following statement of typical trips which have been taken during the past year by different groups in the Metcalf Elementary School at Illinois State Normal University may serve as a practical illustration of some possible uses of school excursions.

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1 For more complete and suggestive lists see Harry C. McKown, **Activities in the Elementary School,** McGraw-Hill Book Company. New York, 1938, p. 207.

James S. Tippetts, **School for a Growing Democracy,** Ginn and Co. New York, 1938, pp. 79-81.

2 For other suggestions see Paul R. Hanna, **Youth Serves the Community,** New York.

Trips at the Primary Level

To orient the child in his expanding social group which includes the life of the school and the immediate community.

FIRST GRADE—People who are of help in immediate environment of home, school, and community. Nature interests.

Visits to the grocery store, the fruit and vegetable market, the bakery, the florist.

Visits to home gardens of the children and their friends.

Visits to the University farm (4 blocks) in both fall and spring. The major interest at this age is in the farm animals and in what the farmer raises.

Attendance at a puppet show.

An excursion to the pet shop in Bloomington where the major interest was in fish, turtles, and water plants for their own aquarium and terrarium.

SECOND GRADE — Community workers.

Some of the same places may be visited as those visited in the kindergarten and first grade but with new emphasis upon the people who work for us and our dependence upon them.

Trips to the farm: in connection with the study of milk to find out all of the people who help get the milk from the cow to the table; in connection with the study of clothing to find who helps in getting wool from the sheep into sweaters and leggings.

Trips to the bakery; the dairy; food stores.

Trips around the school to such places as the janitor's office; the heating plant; the library.

Science walks in the fall to observe how plants and animals get ready for winter; in the spring to notice spring activities.

THIRD GRADE—Simple processes involved in providing food, clothing, and shelter in connection with a study of the life of the Indian and of the early pioneers in this community.

A trip to McBarnes Memorial Building to see the McLean County Historical Society exhibits of Indian relics, pioneer utensils and furniture.

Trips to homes of parents and friends to see collections from pioneer days.

A trip to Funk's Grove to see the pioneer church and cemetery.

An excursion in the spring to a maple sugar camp to see the actual processes which transform sap into syrup and sugar.

A walk to see the Jesse Fell house, one of the oldest in this community.

A trip to a ranch-farm to find out the difference between range and farm animals.

Walks over the town in order to draw maps of the main streets and to locate fire-alarm boxes.

Trips in the Middle Grades

"The particular function of the middle grades seems to be to supply a broad general acquaintance with the world and man and to help the indi-

vidual in beginning to ascertain his own relationship in both."[3]

FOURTH GRADE—The differences and similarities in the way in which different people solve their human problems; how people obtain the necessities of life from distant places.

Visits to the airport; the Alton shops; the Pantagraph; the Bloomington Museum; the hatchery; the farm.

Trips to the University Library and Withers Library in Bloomington.

FIFTH GRADE—A study of foods from the angle of community needs as well as that of individual health; how various groups live on the continent of North America; a study of pets, growing out of nature interests.

A trip to the bakery in connection with the study of wheat; to the farm to study poultry and wheat.

Several excursions relating to the study of the Normal-Bloomington water supply; Lake Bloomington; Normal water works; the city reservoir.

An excursion to the post office to learn how to send money orders.

A visit to a veterinarian to find out how to feed and care for their own pets.

A double trip to Read's Book Store and to Withers Library during Book Week.

SIXTH GRADE—The study of the growth of civilization as a continuous story of the Greeks, the conquest of Rome, and on through medieval life.

A ride around Normal and Bloomington to study the architecture of houses and public buildings in order to trace Greek and Roman influence.

Junior High School Trips

To complete the world view, with special emphasis upon the problems of contemporary life.

SEVENTH GRADE—Our social conditions and responsibilities.

Trips to study the various nationalities of the workers and the conditions under which they work at the Chicago and Alton shops; to the telephone exchange; to Williams Oil-O-Matic shops.

A visit to the circuit court with particular attention to the treatment of prisoners.

A trip to the Pantagraph office to study the way in which news is gathered and disseminated.

EIGHTH GRADE—How we are governed.

A trip to a bank to study the organization of a stock company; problems of security and investment.

Attendance at a civil case at the court house.

A trip to see foreigners receive their final naturalization papers.

The seventh and eighth grades together spent a full day in Springfield and at New Salem where they studied: both houses of the legislature in session; the museum in the Centennial Building; Lincoln's tomb; New Salem

[3] Mary G. Kelty, **The Teacher Surveys Her Social-Studies Problems**, New York.

as typical of the settlement of the northwest.

Trips taken by the entire school

In addition to the trips taken by the separate grade groups last year, there were four important ones in which the whole school participated. These were:

A visit to the Garden Exhibit, an annual experience.

An afternoon at the movies to see and hear Paderewski in *The Moonlight Sonata.* The older children went in grade groups, the younger ones with their parents.

An excursion to the Bloomington Art Exhibit.

Almost every group went to the nearby University farm at sheep-shearing time.

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Educational Trips in the Secondary School

THOMAS M. BARGER*

THOSE who have kept pace with educational procedures in the United States know that emphasis upon educational fads, fancies, or procedures which have been of lasting value, recurs in cycles of about a generation.

Those who were teaching in or attending high schools thirty or forty years ago, know that educational trips were taken then and that much was said and written about the value of these trips to the pupils. Such trips have been made all through the years since the establishment of the high school in this country, but within the past few years more has been said and written about them than in the preceding decade or two. The trips taken now are about the same; the techniques are the same; and the values to the children are the same. The preceding statement is true because the children of today are the same as they always have been, the learning process is the same, and the children's interest in things about them, if it has not been dulled or entirely destroyed is the same. Only the environment, the conditions of living, and the schools with their methods of instruction and the number of fads or fancies, have changed.

Judging from what has been done and is being done in the high schools of this country, one may conclude that

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there is no subject offered in their curricula whose classes cannot profitably make such trips.

The city hall, the county court house and jail, the state capitol, county and state historical exhibits, historical parks and markers, the county farm, city council meetings, sessions of the legislature, church services, municipal orchestra or opera productions, libraries, art galleries, radio stations, hotels, slum districts, dairies, clothing and shoe manufactories, and industrial plants furnish trips for classes in art, commerce, English, foreign languages, history, home economics, mathematics, and the social sciences.

Machine shops, drafting rooms, printing and engraving establishments, foundries, railroad shops, garages, furniture marts, farm implement establishments, public utility plants, ice plants, city water plants, and radio stations offer much valuable material for observation by classes in the fine and manual arts and in the physical sciences.

Museums, fish hatcheries, corn products plants, soy bean oil plants, model farms, packing houses, and refrigeration plants are places that may be profitably visited by the agriculture, home economics, and biology classes. There in an over lapping here, as many of the suggested trips may be made profitably by any high school class, if and when such a trip will supplement the classroom work. In fact, there is no factor that is a part of the modern complex community and social life that may not with profit be given close inspection by high school classes. Some of the suggested trips may be made upon days other than school days or in the evening of such days.

The number of off-campus trips that will be made and the places that will be visited are influenced by the experience of the teachers and their attitude toward such trips. A teacher who is weak in discipline is likely to find such trips conducive to further weakening of his hold upon the class. A teacher weak in subject matter background will fail to appreciate the value in and opportunities for such trips. A teacher lacking in interest in children or enthusiasm for the subject taught will not care to put forth the effort necessary to plan and carry out many such trips. Most teachers hesitate to ask permission to make more than one or two trips a year that require absence from school for one-half or a whole day.

Another factor affecting the number and type of educational trips made is the attitude of the high school administrator and the school board toward such activities. In some cases, this attitude becomes the determining factor. Some administrators do not approve any class trip which requires more time than the allotted class period. A half or a whole day trip must disrupt to a greater or less extent that day's school program, since those going on the trip must miss their other classes. Other administrators feel that such well planned trips justify the sacrifice of the other classes, provided there are not too many taken in one year. Notice of such trips should be given several days in advance so that the other teachers may make plans to meet the changed

schedule. Fewer objections will be made to half or whole day trips if several classes go together. For example, all of the history and social science classes may combine for a trip to the state capitol, or all of the English and art classes may visit an art gallery together.

The location of the school has an important influence upon the the number and type of trips made. Schools located in cities, especially if these cities are industrial centers, have a great advantage over small town and rural schools. In an industrial center, numerous trips may be made to near-by plants during the regular class period. Cities also furnish better libraries and art galleries; they have public utility plants, which the smaller town or rural centers do not have. County seats or state capitols possess many places of educational value, which may be visited without requiring more time than the class hour. The strictly rural high school is handicapped probably more in making such trips than are schools in any other locality. The pupils in the rural high school are limited practically to half or whole day trips, since they are already familiar with agricultural procedures that city pupils might consider well worth a class trip to see.

A fourth factor which affects the number and type of trips is the facilities for transportation and the economic status of the school children. If street cars or busses, either public or belonging to the school, are not available, trips of any distance are difficult to plan. Enough private cars that may be driven by the pupils upon the particular day when the trip should be made are often-times impossible to obtain. On the other hand, even if transportation is possible, many of the pupils do not have lunch money. In such cases half or whole day trips are out of the question. Many school boards contend that public school money may not be spent for procuring transportation for these trips nor for for buying food for the children.

Many teachers believe that trips which require more time than the class period are not advisable because of the adverse factors involved. There are, however, numerous teachers who believe so thoroughly in the lasting good gained from half and whole day trips and who are so enthusiastic about these trips, that they plan and work out means of surmounting all obstacles and make such excursions regularly each year.

If there is a consensus relative to educational trips made by high school classes, it seems to be that such trips are well worth while and will give the pupils much of lasting value, which they cannot possibly get from regular classroom procedures. The success of the trips depends upon the experience and enthusiasm of the teacher, the completeness of the plans, and the thoroughness of the discussions, or the requirements for the written reports from the pupils, after the trip is completed. There is no question but that educational trips will continue to be made by high school classes in the schools of this country.

Field Trips in Sociology

JOHN A. KINNEMAN*

SOCIOLOGY lends itself nicely to field trips. Like those in every other phase of subject matter, the field trip in sociology must be accompanied or preceded by the establishment of rigorous standards for observation and comparison. If this is not done, students will engage in aimless, desultory, tramping around with no outcomes except a superficial over-stimulation resulting merely in disorder and fatigue. This fact is especially true in sociology because all self-appointed sociologists want to go slumming, and slumming may not enable one to gain an insight into and mastery of the social system. Pathological conditions are always alluring to the undiscriminating. For them, the normal is less significant than the abnormal. Consequently country boys and girls, as well as the less urbane adults think they have seen the city after they have tramped through Chinatown, inspected areas of disorganization, viewed the city from the highest building, and attended a performance in the largest and most garish movie house. Instead, they should be able to see a pattern of city life, observe the beginnings of the emergence of the city beautiful, detect the tempo and verve of the city population, scrutinize the coördination or lack of coördination of transportation services, recognize the city as a way of life, and be alert even to the influence exerted by distinguished and self-effacing community leaders.

Field trips in sociology might be divided into three general classes. The first of these classes might include visits to welfare and correctional institutions. In this category, students, certainly not before the high school and preferably on the college level, might visit jails, reformatories, penitentiaries, orphan asylums, county homes, homes for the aged, as well as institutions for the care of the deaf, blind, insane, and the feebleminded. But such field trips would be valueless if they failed to reveal institutionalization as represented in fixed routines, the subservience of inmates or patients to the routine, the inadequately trained personnel, the resistance to change on the part of the staff, the high per capita cost, the therapies employed for rehabilitation or the absence of suitable therapies, the stigma of incarceration, the consciousness on the part of inmates of this stigma, the cleanliness of the premises, the quality of the food, the daily routine, the suitability of the buildings for the job to be performed, and probably a zeal on the part of the staff to maintain a favorable relation with the public. A better familiarity with the standards and achievements of these institutions, however, might be attained much more easily from accurate and vivid descrip-

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tions written by discriminating people who have made a profession of managing, surveying, criticizing, and reorganizing correctional and welfare agencies.

A second type of field trip can be carried on in connection with the institutions of the community. Settlement houses, neighborhood houses, community centers, family welfare societies, community chests, councils of social agencies, and institutions for aiding the foreign born—such as Americanization schools and immigrant protective leagues—are some of the many social organizations which fall within this category. The student, desirous of initiation into urban life, has not mastered all sectors of the city until he knows of the far-flung programs of Hull House in Chicago, at Henry Street Settlement in New York, or even to bring it closer to home, at the Western Avenue Community Center, the Y. M. C. A., or the Y. W. C. A. in Bloomington. But again, in the absence of a field trip for gaining familiarity with such places, the student might attain a large measure of mastery by reading the books by Jane Addams, Graham Taylor, Lillian Wald, and Robert Woods. In this connection, too, the museum must not be neglected. In Chicago, the Field Museum affords an abundance of material for the student but unless he has been exposed, even to a limited degree, to anthropological science, he may tramp the vast halls and attain nothing except the basis for an empty boast that he has visited one of the great museums of the world, with the result that he will have seen nothing significant in the tools, foods, religious objects, totemic emblems, and other aspects of material culture. But humanized and even popularized interpretations in book form might do more to interpret the preliterate cultures than the uninitiated might gain from days of devitalizing sight seeing.

A third type of field trip consists of an analysis of community life. Especially fruitful in interpreting urban life, it is employed extensively and to good advantage by sociology departments in the great metropolitan centers. In these departments, attention is given to ecological studies which consider, among other things, the physical structure of the city, the spatial relations of groups to each other, the use which is made of the various parts of the city, the determination of centers and their relation to each other, the boundaries of communities which lie within the city, the behavior of people who reside in these different communities, the topography of the city, together with its future plan of growth. This type of field trip should familiarize students with the general patterns of community life—whether rural or urban. It should enable one to know what to expect in almost any city in the way of transportation, the location of public buildings, the zones of retailing, wholesaling, disorganization, multiple dwellings, and single residence. It should provide familiarity with the zone in which business is transacted, whether in village or metropolitan centers, and it should awaken the student's interest in the institutions which serve the area—

newspapers, hospitals, colleges, wholesale houses, the zones and modes of commutation, department store deliveries, and other phases of social inter-action which constitute the area under consideration.

As a supplement to the field trip in sociology an opportunity to do field work should be provided. So far as teachers colleges are concerned, we are doing something at the Illinois State Normal University that amounts to pioneer work. As this is being written, ten students are enrolled in a field course in sociology, which affords them an opportunity to work in the institutions of the community—the Americanization School, Y. M. C. A., Y. W. C. A., Child Guidance Clinic, and the Bureau of Social Service. Though we have neither heralded nor praised this course, it has been consistent in its growth since it was established in 1931. Evidence of this is found in the vital experiences which the students have had as well as in the enthusiastic endorsements which staff officers of community institutions have given it. As an adjunct of teacher education, whereby the participating students become familiar with the institutions of the community, our program of field work resembles that which is done by schools of social work, by schools of agriculture, and even by liberal arts colleges which supplement class work with purposeful and meaningful employment.

Industrial Field Trips

HOWARD W. ADAMS*

FOR making industrial field trips, the University is fortunately situated. Within a radius of sixty miles, there are to be found no fewer than twenty-eight industrial and municipal establishments offering excellent illustrative material in the applications of science. These establishments include: both light and heavy machinery manufacturing; glass, cement and pottery making; steel production and fabrication; zinc smelting and acid making; organic chemistry manufacturing, embracing solvents, alcohols and yeast; corn and soy bean milling and the preparation of products therefrom; dairy manufacturing; industrial baking; laundry and dry cleaning; large scale power production from coal and power transmission; transportation of petroleum by pipe lines; railway transportation and municipal water and sewage treatment. All of these varied industries are found here in central Illinois, which is noted for its agricultural industry. A round trip of 100 to 120 miles is easily accomplished on good roads by bus in a half day.

As conducted during the summers of 1936, 1937, and 1938 by the Department of Physical Science the in-

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dustrial excursion has for its purpose the acquaintance of the student and future teacher with the operation of the sciences in industry. Thus, the student is enabled to make the transition in his thinking of science from the textbook, class room, and laboratory to science at work in the production of commodities and in the ministration to human needs. In the factory, as in the instruction in this course, no attention is paid to the more or less artificial subdivisions of scientific knowledge, such as physics, chemistry, and bacteriology. Rather the instruction cuts across all these branches and uses portions as necessary. Consequently, the students taking the course should have sound training in the fundamental sciences. For such, the field trip is a valuable unifying force in scientific knowledge.

The program of instruction calls for two field trips per week, each preceded and followed by a lecture-quiz meeting. Tuesdays and Thursdays are selected for the excursions. Saturday is not a good day for the industrial field trips. The afternoons, in general, are better than forenoons. The teacher in charge should avoid planning a trip immediately before or after a public holiday. Leaving the campus at one o'clock, the party can be in the most remote plant in the area by two forty-five at the latest. With arrangements made beforehand, the trip can be completed before the shift of employees comes at four-thirty and five. Thus the visitors may avoid the confusion attending such shifts in large establishments. The students are then returned to the campus in plenty of time for the evening meal.

It is highly desirable that the students be taken in one conveyance rather than in separate cars. Using a public carrier conveyance, the teacher has the students together throughout the afternoon. Moreover, the use of a public conveyance insures careful driving and full insurance coverage in case of accident. If the teacher cannot secure such transportation for trips of fifty miles, it is doubtful whether an industrial trip should be attempted. Illinois State Normal University furnished the transportation in buses for the students taking Municipal and Industrial Science S 279 during the summers of 1937 and 1938.

Instruction in the factory, with its attendant noise, dust, and confusion, is quite different from that in the classroom and laboratory. The student has to learn to adjust himself to these adverse conditions while concentrating his attention on the matter in hand. If he has some general idea of the manufacturing process involved before going on the trip, he can make much better progress. In order that the student may have this knowledge, the teacher should know the particular industry rather thoroughly. He should know the scientific principles involved and the processes employed. This information he should be able to obtain by a preliminary trip through the factory followed by a conference with the manager or some other executive. The guide who will conduct the party of students subsequently visiting the place is not likely to be a teacher nor a scientist. The preliminary visit by

the teacher will enable him to conduct an intelligent discussion before his students prior to the student visit.

In attempting to organize the knowledge presented to the student, the teacher has found that a flow sheet is most useful. This sheet should be printed or mimeographed and a copy placed in the hands of each student. By the use of the flow sheet the teacher can impress upon the mind of the student the points of chief interest and value in the process and thus can keep the student from getting side-tracked on some relatively unimportant detail during the visit. The flow sheet should

FIGURE 1. Flow Sheet for Cement Works

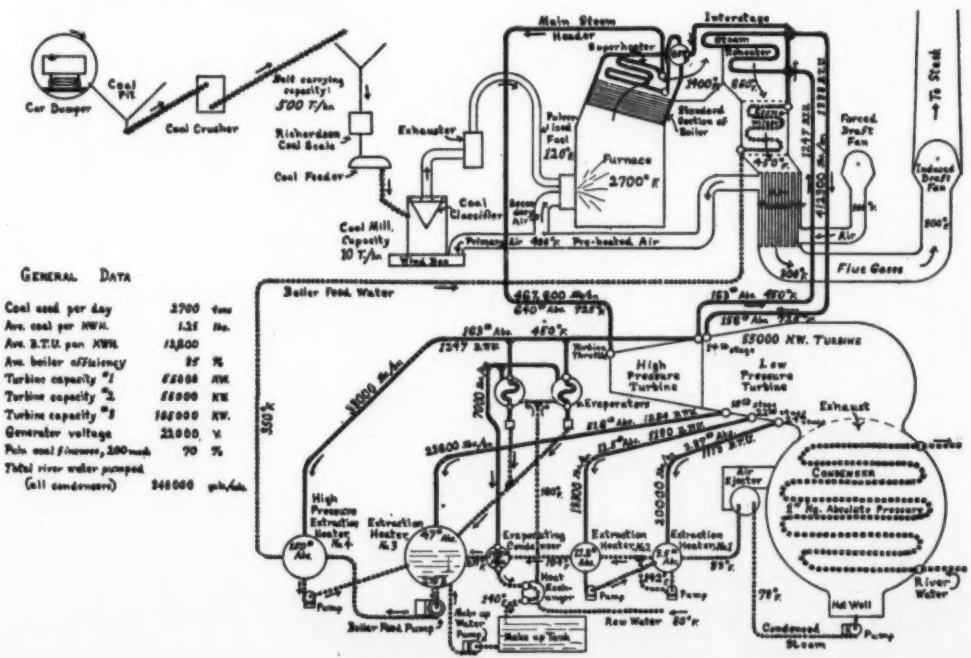

FIGURE 2. Flow Sheet for Power Station

be of a general nature, yet sufficiently detailed to command the respect of both the student and the factory superintendent. Figure 1 represents the result of an attempt to work up a flow sheet for a cement works. The writer and an officer of the company conferred in making it. After the writer had submitted his crude attempt at working up a flow sheet for the Powerton Station near Pekin, the chief operating engineer set his hand to it and the diagram shown in Fig. 2 resulted. Though this diagram is sufficiently technical and detailed to challenge the ability of any would-be science teacher, it is practical physics and chemistry as well. The student pours over this diagram the day before the excursion is made. There will be a great deal of quizzing on the diagram both before and after making the trip. By means of the diagram the student can obtain some kind of clear notion about the production of power. Without it, his mind is left in a state of confusion.

In the course in Household Chemistry 132 offered to home economics majors the second semester, a number of short industrial trips are made. These are confined to a double period of 110 minutes on Thursdays. The trips are made by bus, the students paying the cost of the round trip, ten cents. Leaving the campus at ten o'clock, the party is back by eleven-fifty, even including a trip to the water treatment plant at Lake Bloomington. The trips are preceded by a discussion of the process to be observed. During the discussion a flow sheet is used. The industries visited are those which serve the households of the community. They include: The Union Gas and Electric Co., gas making; The Model Paris Laundry, fur storage, dry cleaning and wet wash, studied on three separate trips; Williams Oil-O-Matic Heating Corporation, where domestic oil heaters, refrigerators and air conditioning equipment are built; Lake Bloomington, water treatment; and Snow and Palmer, dairy products. Other industrial trips might have included baking and soy bean milling. Any of these could be accomplished in 110 minutes if the trip is preceded by a discussion by the instructor.

If the teacher will take the time necessary to study the processes so that they can be discussed with the students before the trip is made, the industrial excursion is worth while, but if the teacher is unwilling to make such preparation, preferring rather to let the teaching be done by the guide, then it becomes of doubtful educational value. Moreover, the students should have enough background of scientific knowledge to enable them to comprehend what they see. Obviously, it would be a wast of effort to take a class of high school students to the Commercial Solvents Corporation plant where the processes are in the field of organic chemistry, which the high school student has not studied enough to comprehend. Plant superintendents of the area have been very kind in extending the courtisies of the plants to classes from the University.

Field Trips in Home Economics

MARY BUELL*

CONSISTENT with the changing philosophy of education with its increased emphasis on the improvement of living through meeting the immediate needs of learners, the Division of Home Economics of Illinois State Normal University attempts to provide rich and meaningful experiences in the basic aspects of living. In a dynamic or life-centered curricula, field trips contribute to a considerable extent in the enrichment of classroom problems and the integration with community offerings.

In order that the field trip may be of practical value, the teacher uses this device when there is a felt need in the class for vital information or experience that the classroom unit of work motivates. The excursion may be planned for and arranged by a committee. Definite aims will be outlined, and will be followed by evaluation at the class period following the trip.

The outcomes to the class have significant and lasting values:

1. Specific information from business men and homemakers actually participating in socio-civic affairs.

2. An exchange of viewpoints of producer and consumer as to problems and interests.

3. Creating a better understanding of consumer responsibilities.

4. Vitalization of industrial processes actually in operation.

5. Development of a sense of citizen-institution relationship.

Perhaps the most recent and valuable examples of field trips contributing directly to the development of units of work were the several excursions taken by groups of the Art in the Home classes. Motivated by the present need for planning and selecting furnishings, wall and floor coverings, and equipment for the Jessie E. Rambo Home Management House, self-selected committees consulted with local merchants in Bloomington and Normal.

The Foods Investigation class, after making a study of the foods and food customs of various nationalities, takes a two-day trip to Chicago, primarily to visit wholesale markets and foreign restaurants. A per capita cost of ten or eleven dollars transportation in a chartered bus, two nights at a hotel, as well as a trip to the University of Chicago campus. A leisurely inspection is made of Ida Noyes Hall. Excursions are conducted through the University Chapel, the Oriental Museum, and Hilton Chapel. An hour is spent in the Museum of Industry and Science in Jackson Park.

On this trip the schedule of events usually includes an inspection of the model kitchens at the Peoples Gas Company, a tour through furnished rooms of a department store, and some

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time spent in getting ideas for table decorations at Dennison's department store. An early morning jaunt through the wholesale marketing district on South Water Street, a walk through Maxwell Street open markets and push-cart district, and an escorted tour of Hull House occupy one-half day. A *Smorgasbörd* luncheon at A Bit of Sweden, a *Sukiyaki* supper eaten with chopsticks, and the grand finale, a formal luncheon in the Empire Room of the Palmer House during the broadcast of Ginsberg's Ensemble, climaxes a field trip long to be remembered.

It would be impossible to carry out a satisfactory consumer education program without the assistance of stores and factories, as well as that of the wholesale and retail plants and institutions in the community.

Classes in Housing visit homes in different stages of construction. Family Health students go to Brokaw Hospital for demonstrations in child care and home nursing, and to Fairview Sanitarium to see how tuberculosis patients are cared for. Meal Planning classes visit dairies and retail food stores in order to develop consumer judgment and responsibility for wise buying and consumption. The Baby Fold and the Nursery School at the Soldiers and Sailors Childrens School afford excellent observation opportunities for members of the Child Development classes at Illinois State Normal University.

The Division of Home Economics of Illinois State Normal University finds excellent coöperation from business concerns in their generous giving of time and information to classes.

Field Trips in Agriculture

LAVERNE LAUBAUGH*

TEACHERS of vocational agriculture regard the field trip as a fundamental and basic teaching procedure. The prime objective and value of the field trip is to give the pupils practical experience in performing those activities which are studied and discussed in the regular class session. Since the fundamental aim of vocational agriculture is to establish the farm boy in the profitable pursuit of the business of farming, the actual experience in the various farm skills is believed to be a paramount part of the teaching procedure. Certain it is that the pupil retains but a small part of what he hears, a trifle more of what he reads, but practically never forgets that which he does.

Field trips in agriculture may vary in nature and value. A class may visit a large dairy, to study the handling of milk products; a packing plant, to study the packing of meat products; or a farm, to study farm practices. Such trips as have just been been mentioned would constitute the informative type, with the pupil's objective being to ac-

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quire as much information as possible. A field trip for the judging of farm animals would be purposeful to the extent to which it lends itself to the application of information acquired in the classroom, plus the acquisition of further knowledge.

A field trip conducted at the beginning of a unit of work should serve to build interest in the problem at hand and at the same time serve as a means of collecting laboratory materials, such as samples of crop insects and disease, and as a motivating influence for the study of the materials collected. Upon completion of the unit of work, a field trip becomes a testing device, a method of review, or a means for the application of facts. When possible, the field trip should be taken at the time when the interest in the material is at its highest pitch. The trip should never be planned out of season or attempted when roads are bad or weather unfavorable for the satisfactory accomplishment of the pupils' objectives.

Prior to the excursion, careful planning should be done. All necessary pre-arrangements should be made at the point of destination, and whatever preparation seems needful in behalf of the pupils should not be neglected. It may be that a class discussion of the problem under consideration will suffice. Frequently, it is advisable for the pupils to formulate a list of objectives as a guide, which will assist them to cover more thoroughly the materials to be observed and which will keep them occupied and attentive during the visitation. The importance of field trip discipline should be explained to the pupil group, since some of the boys have a tendency to regard the field trip as a holiday, rather than a business-like excursion in the search of information. The public may seldom, if ever, view the regular school classes, but field trips are subject to close public observation and criticism. Many individuals form their opinion of the school merely by their observation of student groups on out-of-school tours.

To expect students to be absent from their other classes in order to take agricultural field trips would not be in rapport with the better practices of school administration. An extensive field trip taking most of the day, such as a trial judging before a state contest, should be planned for Saturday. No field trip to any farm should be less than a two-class-hour period. Since considerable time is used in travel to and from farms, the trip should be planned for close-by points of interest, whenever possible. Many schools arrange the semester's schedule so that the afternoon is free for such trips. This arrangement is an advantage, inasmuch as it is frequently difficult to calculate accurately the exact time necessary for the completion of the work or observations planned. Tardiness because of miscalculation of time required is a serious violation of proper field trip procedure.

The greatest handicap of the extended field trip is the problem of transportation. In rural areas, where boys drive to school, cars are usually available. For short trips the transportation is a minor problem. However, the burden of driving frequently

falls on a few. In consolidated schools, where transportation by bus is furnished for rural boys, it is often possible to secure the school bus as a means of transportation for class trips. A system of reimbursement for drivers should be discussed and decided upon by the boys at the beginning of the year. One satisfactory plan is to allow each driver four cents a mile, to be prorated over the group, including the drivers. The instructor should drive gratis, since in Smith-Hughes schools he is allowed mileage expense in connection with the duties of his position. If nineteen boys were to take the trip it would require three cars besides that of the instructor. If the trip were a fifteen-mile drive, each boy would pay one cent a mile, or fifteen cents. The total amount of $2.85 would be divided among the three drivers, each one receiving ninety-five cents. The money should be collected from the boys before the trip is taken and the drivers paid upon return to the school. The consent of the parents should be obtained relative to the boy's use of the car and the parents should be informed of the reimbursement to be provided by the other boys.

The manner of travel by boys is a very important item. Under no circumstances should the boys be allowed to go on their own, since the class should be a supervised procedure. Because there is a danger of fast driving, the cars should go in a group, not too close together, and should follow the instructor. Explicit instructions must be given to the boys in regard to their returning at the close of the period, for too frequently they feel free to return at will. Many accidents occur when boys attempt to return first or when they make side excursions which require their gaining time in order to be back at the close of the period. If one car stops for any reason, all cars should stop. Only reliable and careful drivers should be entrusted with driving assignments. It is wise to designate the cars in which the pupils are to ride, since in this way certain groups can be separated. Often a certain group with like personalities brings pressure on the driver and causes him to behave contrary to his good judgment in the operation of his car. If the regular class roll seems a wise basis for distribution, the roll might be used as a basis for separating the boys into groups, preventing combinations which create such difficulties. When possible, it is very desirable to charter a bus for field trips, for then a capable driver is assured and all pupils may be supervised by the instructor. The bus transportation should be used on all extended tours and, when possible, on shorter ones. Some fine agricultural field trips have been taken in covered trucks with improvised seats, often owned and driven by a farmer, who has proper insurance upon the truck.

Many problems may arise from taking the boys outside the classroom and because of such difficulties field trips are not as popular as they should be with Smith-Hughes instructors. However, if properly planned and managed, the field trip is a good teaching tool that has no substitute in modern agricultural teaching technique.

Annual Geography Field Course

LESLIE A. HOLMES*

THE annual geography field courses as they are now offered by the department of geography and geology at Illinois State Normal University are an outgrowth of many years of experiences. In 1925, a trip which was the basis for the field course consisted of a tour through Illinois. Gradually the trip was extended until ten years later, in 1935, the trip to the East reached its present plan for 6500 miles of study and travel in forty-five days. In 1936, the maximum extent of the western trip was established at 8500 miles in forty-nine days. The trip as planned for the summer of 1940 is practically a duplicate of the ones offered in 1936 and 1938. Since one of the objectives of these trips is an extensive study of a part of the North American continent, an appreciably shorter trip would partially defeat the purpose of the course. To make a longer trip in the time allotted would be physically impossible, although frequently minor changes are made whenever educational advantages warrant it.

The field course is strictly limited to teachers in service or to those who plan to teach. Though the department of geography and geology receives many requests to include individuals who are not interested in teacher education, in all cases of this sort permission to register is not granted. Each student takes the trip for credit even though he already has a degree. Indeed, many of the students have more than one degree.

In the interest of good teaching the enrollment is limited to forty students. Since instructors in both geography and history conduct class work, each has a maximum average load of twenty students.

Most of the students taking these trips are not primarily interested in the teaching field of either geography or history, but they realize the value of these subjects in relation to their own work. The students' work in the field is not limited to the study of geography and history alone. In fact, study interests are continuous since one jumps from the study of rocks to that of clouds, insects, animals, trees, oceans, plains, or mountains. After studying these, the student places man in his study picture and thus obtains a knowledge of geography, history, literature, music, and other cultural and social developments.

The geography field courses are standardized the same as other University courses. The chief difference is that the student studies geography and history from first hand experiences rather than from a book which represents the author's ideas on a certain subject. The students are able to form their own impressions by coming in contact with these places. Indeed, all soon dis-

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cover the value and ease of "painless learning."

It would take many pages even to attempt to describe the points of interest on the course either to the East or to the West. A few highlights of the trip to the East are: Mammoth Cave, Great Smoky National Park, the Blue Ridge Mountains, Mt. Vernon, Washington, Philadelphia, New York City, West Point, Plymouth, Acadia National Park, Evangeline Country, Halifax, French Canada, Quebec, Montreal, Ottawa, and Niagara Falls.

It is just as hard to select highlights for the trip to the West as it is for the one to the East. Some of these are: Ozark Mountains, Tulsa, the Great Plains, Carlsbad Cavern, Juarez, Mexico, Meteor Crater, Petrified Forest, Painted Desert, Grand Canyon, Colorado River, Boulder Dam, Los Angeles, Hollywood, Yosemite National Park, California Valley, Mohave Desert, San Francisco, giant redwood trees, Mt. Rainier, Lake Louise, Glacier National Park, Minnesota iron mines, and the Wisconsin Dells.

The field trips are camping trips. At many places where the class stops for the night, it would be impossible to obtain hotel accommodations for a group numbering over forty. Thus, the students could stay only in large cities, and to do so would entail a great loss, as, unfortunately, the best geography and history are so many times found away from populated areas. By camping, the students live geography and history twenty-four hours a day, seven days a week.

Camp boys, who receive half credit, and experienced transportation men perform the camp duties. A professional cook is in charge of the food, which is prepared in a kitchen consisting of a large enclosed truck in which are gas stoves, ice boxes, and an electric manufacturing unit. The only work the student does around the camp is to make his bed and look after his personal belongings. Students devote all of their energies to the work of learning.

It is hard to describe a typical day of field work since each one offers its individual problems. The students arise at six in the morning. By seven forty-five the group is ready for the day's study. Frequently there is a short class session before starting. During the morning, stops are made as are required to study the geography and history of the area being traversed. The noon stop is usually in a city where lunch may be obtained and where the city can be studied from a geographical point of view. The afternoon work may be a continuation of the morning's study, but frequently it is entirely different because of the variation in physical areas. Camp is reached about five o'clock, and dinner is served at six. Three times a week, or more often if desired, class convenes at seven o'clock and lasts on an average for an hour. During this time, the events of the day are discussed, the important features of the coming day are pointed out, and notebooks and maps are brought up to date. Wherever available, authorities on geography and history talk to the class on subjects of local importance. After class, and on nights when there

are no classes, students usually work on their notebooks and maps, write letters and cards, or visit some nearby place of interest.

Before starting on the trip, several days are devoted to the study of the area through which the class travels. The students then spend from six and a half to seven weeks in the field, depending upon the course. They return to the campus for a week of intensive review of the regions traversed. During the last week, the students complete their notebooks and maps, make oral reports on some phase of the trip which is of particular interest to them, and take a final examination. If all work is completed, credit for nine semester hours is obtained at the end of the summer session, the same as for couses conducted on the campus. All credits may be obtained in geography or they may be divided into six hours of geography and three hours of history.

About 1200 feet of colored moving pictures are taken each year. These pictures preserve as a permanent record the geographical and historical places of interest studied, and are available to the students to be used by them for their own class work, or as a personal review.

An intangible value obtained by a student taking these trips is described by the single word "adjustment." The field course students, who are themselves teachers during the winter terms, expect their students to make changes from day to day as their work progresses, but what of themselves? On the geography trip it is necessary for everyone to make daily adjustments to road and weather conditions, to camp life, to a variety of cities, and to many types of people. In other words, the students on these trips learn again to adjust the same as they expect their students to do. Surely these experiences alone make a more valuable teacher.

Most of the students are not acquainted with other members of the party when the field course starts, but by the time the trip is completed, friendships are formed that last for a life time. The Geography Trippers Club was organized as an outgrowth of these friendships. This organization is a permanent one, having as its prerequisite at least one field course. Reunions are held at frequent intervals at various cities throughout Illinois.

Professional Activities of the Faculty

DR. H. O. LATHROP, head of the geography department, addressed the Sibley Parent-Teacher Association last October on the subject, "The European Situation."

MISS MARGERY ELLIS, assistant professor of French, was recently elected president of the Illinois chapter of the American Association of Teachers of French.

DR. CHRIS A. DE YOUNG, head of the department of education, addressed the Illinois Association of Supervisors and Directors of Instruction at a meeting at Elmhurst on October 20. His topic was "Supervision." On November 10, Dr. De Young spoke on the "Legal Status of City Superintendents" at the Peoria meeting of the City Superintendents Association of Illinois, and on November 17, he served on a panel at a meeting in Evanston of the National Association of Supervisors and Directors of Instruction.

MISS GRACE R. SHEA, instructor in health education, gave two talks on October 10 before the staffs at the Mennonite and St. Joseph's hospitals in Bloomington. Her subject was "The School Nurse's Part in the Public Health Program."

DR. FLORENCE E. TEAGER, associate professor of English, was the speaker for the annual literary program of the Junior Woman's Club of Bloomington on November 7. She spoke on "Changing Attitudes in the War Novel."

MISS MARY D. WEBB, assistant professor of the teaching of commerce, is state director for the department of business of the National Education Association.

MISS O. LILLIAN BARTON, dean of women, has been in great demand as a speaker since her return from an extended tour of Europe during the past summer. Seven talks have been given in Bloomington-Normal, while other addresses were presented at Flanagan and Lexington.

FLOYD T. GOODIER, director of integration, spoke on the subject, "Recent School Legislation in Illinois," on October 13 at the Mississippi Valley Division of the I. E. A. meeting at Quincy, and on October 20 at the Joliet meeting of the Northeastern Division.

DR. ANNA L. KEATON, assistant dean of women, addressed the College Club of Bloomington October 22 on the subject, "Being Oneself."

DR. CHARLES E. DECKER, director of the division of secondary education, has been a speaker at October and No-

vember institutes held at Mason City, Carlyle, and Greenville.

DR. HELEN E. MARSHALL, assistant professor of social science, addressed the Peoria State Hospital Association of Psychiatric Nurses and Attendants on November 14. Her subject was "Dorothy Dix and Her Work in Behalf of the Mentally Ill."

CLARENCE ORR, associate professor of social science, presented a review of the Regent's Inquiry of New York Schools at the Tazewell County Teachers Institute held at Pekin on November 2.

MISS BERNICE TUCKER, assistant professor of home economics, was recently elected president of the Illinois Vocational Association, as a representative of the Illinois Vocational Home-Making Teachers Association. Miss Tucker will preside at the annual convention of the association to be held in Chicago next March.

GEORGE M. PALMER, professor of English, discussed "America: Past, Present, and Future" in talks at Lexington and Mackinaw on October 12 and 21, respectively.

DR. RICHARD G. BROWNE, associate professor of social science, talked on the subject, "Peace" at union church services at Stanford, Lexington, Chenoa, and Watseka, on October 15, November 12, 19, and 26 respectively.

DR. W. R. LUECK, assistant professor of education, addressed the public school teachers of Pontiac on November 20 on the subject, "Recent Trends in Arithmetic Teaching."

MISS MABEL CROMPTON, assistant professor of geography, has presented several talks on subjects dealing with Europe, since her return to Normal from an extended European tour last summer. Her talks have been illustrated with natural color photographic slides which she took during her trip.

MISS MARGARET M. BARTO, associate professor of physical education, is teaching occupational therapy to WPA household aid groups in Bloomington, Colfax, and Lexington. She is also associated with orthopedic clinics in Bloomington.

MRS. ROSE BURGESS BUEHLER, instructor and supervising teacher in the second grade, presented three talks at the Woodford County Institute held at Eureka on October 19 and 20. Her subjects were "Reading Activities in the Elementary Grades," "Safety Education and Science in the Primary Grades," and "Spelling and Word Development."

HOWARD J. HANCOCK, associate professor of physical education and director of athletics, gave football banquet addresses on four occasions during November and December at Farmer City, Onarga Military Academy, Lanphier High School of Springfield, and Westville.

DR. ROSE E. PARKER, associate professor of education, talked on "The Status of Married Women Teachers" at regional meetings of Delta Kappa Gamma held at Oak Park on November 4 and at Rockford on December 9.

E. G. STRUCK, assistant professor of physical education, addressed the At-

lanta Rotary Club on November 15 on the subject, "Six-man Football for Small Schools." Mr. Struck was the speaker at the annual football banquet at Colfax on November 30.

MISS ALICE OGLE, instructor and supervisor of art, spoke at the East St. Louis Institute on October 13. Her topics were "What Is Art for Primary Grades?" and "Problems in Elementary School Art."

DR. STANLEY S. MARZOLF, assistant professor of psychology, addressed the Peoria meeting of the Schoolmaster's Club October 6 on the subject, "Some Points at Issue in Guidance Practices."

CHRISTIAN E. HARPSTER, principal of the Illinois Soldiers and Sailors Childrens School, directed the DeWitt County dictionary contest held at Clinton on December 9.

MISS RUTH C. HUGGINS, instructor in English in the Towanda schools, participated in a panel discussion on "Library Fines" at the teacher-librarian section of the high school conference at Urbana on November 3.

DR. RAY M. STOMBAUGH, director of the division of industrial education, addressed the annual meeting of the Mississippi Valley Manuel Arts Conference in Chicago, November 10, on the subject, "Some Problems of State Leadership in Industrial Arts." Dr. Stombaugh was chairman of the woodwork section at the High School Conference at Urbana on November 3.

C. M. HAMMERLUND, assistant professor of industrial arts, presented a talk, "Drafting in General Education," at the mechanical drawing section of the High School Conference at Urbana on November 3.

Faculty Publications

PERIODICAL ARTICLES

During the late autumn and early winter, several faculty members of Illinois State Normal University have had articles published in a variety of profesional journals. The following list of articles indicates the diversity of interests among the publications:

Boyd, Ralph L., assistant professor of commerce, "Is Depreciation Important in Public School Accounting?" *Educational Business,* Sept.-Oct., 1939.

Ellwood, Robert S., assistant professor of the teaching of social science, "The Goals of History Teaching," *Social Studies,* Oct., 1939, pp. 244-246.

Fristoe, Dewey, supervisor of student teaching in the Houghton School, "Teaching Literature in the One-Teacher Rural School," *The Elementary English Review,* Nov., 1939, pp. 265-270.

Gueffroy, Edna M., assistant pro-

fesor of geography, "A New Coefficient of Humidity and its Application to the United States," *The Geographical Review,* Oct., 1939, pp. 665-668.

Harper, Charles A., associate professor of history, "The Work of the Local Social Studies Council," *The Councillor,* Nov. 1, 1939, p. 9.

Houston, Victor M., associate professor of education, review of *The Daily Schedule and High School Organization* by R. Emmerson Langfitt, *Educational Administration and Supervision,* Oct., 1939, pp. 552-553.

Kinneman, John A., associate professor of sociology, "Selling Motion Pictures." *The Christian Register,* Oct. 16, 1939.

Lancaster, Thomas J., associate professor of education, "Under the Wheel —Facts and Figures," *Illinois Teacher,* Oct., 1939, p. 53, and "Under the Wheel—Pedagogy of Safety," *Illinois Teacher,* Nov., 1939, p. 75.

Young, J. E., assistant professor of biology, "Renewed Liquid Cultures of Fungi," *Phytopathology,* Oct., 1939, pp. 895-898.

TEXT BOOKS AND WORK BOOKS

A Handbook of Voice and Diction. By F. Lincoln D. Holmes. New York: F. S. Crofts and Company, 1940.

The practical experience and seasoned judgment of the author as head of the speech department at Illinois State State Normal University stand him in good stead in the production of this handbook for college classes. It is designed to serve as a textbook for a basic course in Voice training or Voice and Diction. At the same time, it forms an excellent aid for teachers of the subject.

"The fundamental thesis of this book," states Dr. Holmes, "is that phonation is inextricably bound up with the struggle behavior of the individual, and that the laryngeal musculature operates first in struggle reactions. The conclusion follows that training in efficient use of this musculature for speech purposes is essential. This text sets forth the principles underlying expressive speech, and the procedure by which habits basic to it may be acquired."

A clear presentation of the point of view provides orientation and is followed by a self-administered test to aid the reader in diagnosing his speech problems and potentialities. The instruction that follows includes treatment of habits fundamental to effective voice production, causes and remedies for faulty types of voice and speech, methods of acquiring vocal variety, the production and use of speech sounds, and deviations from acceptable vowel and consonant sounds.

Questions for study and review are found at the end of each chapter. Selections for practice are taken from the works of the best classic and modern writers. Here the stress is upon lyric poetry with additions of excerpts from

narrative and dramatic verse. Although poetry probably forms the best vehicle for speech development, it is to be regretted that space could not be found for inclusion of more from the vast treasure house of prose literature.

Dr. Holmes reveals in this book a keen realization of the intimate relation that must be maintained between sources of information and effective expression for the preservation of democratic society. The proper use of speech as a medium for arousing motivating emotional responses among free peoples is the province of this concise handbook. It should appeal to everyone who wishes to understand and improve his spoken language.

—EDWARD R. JOHNSON

The Supervised Farm Record Book for Students of Vocational Agriculture. By H. C. M. Case and John W. Green. Danville, Illinois: The Interstate Printing Company, 1939.

This *Supervised Farm Record Book* for use by students of vocational agriculture is an adaptation of an approved accounting book used by farmers of Illinois in coöperation with the department of agricultural economics and the extension service of the University of Illinois. Since the book is an adaptation of an approved farm accounting system, the use of this farm practice record book should train the students of vocational agriculture of the State in keeping farm accounts.

The co-authors of this volume are well prepared to write in the field of vocational agriculture. J. W. Green is a newly appointed assistant professor of agriculture at Illinois State Normal University and H. C. M. Case is head of the department of agricultural economics in the College of Agriculture, at the University of Illinois. C. A. Bell, who wrote the introduction, is state director of vocational education at Springfield, Illinois.

The first few pages are devoted to an explanation of a supervised farm practice program. The essentials of productive enterprise projects are discussed, as well as improvement projects, and new farm practices which the student will use in the development of his long time farming plan. Provision is made for two complete livestock projects and for one crop project. Each project has forms for a budget of estimated expenses and receipts and for a project agreement between student and parent. After completion of the project, the student will have information as to the total profit or loss, the student's labor and management earnings, the net project income from shows, and the cost per unit of production. At the end of the accounting period, the student's supervised farming program may be summarized to show the kind of projects, total production, total receipts, total expenses and student's labor and management earnings from his productive farm enterprise projects.

This forty-eight page record book is, in my estimation, the most usable book of its kind on the market today. It is well organized, and comprehensible; it includes many items not found in other project record books. The handy index form makes the book easy to use

and facilitates the correct use of the project records. Schools now using it have commented favorably relative to its practicability and use by high school boys in Smith-Hughes agricultural project work.—L. E. LAUBAUGH

Forthcoming Campus Events

Registration for the second semester at Illinois State Normal University will take place on Monday, January 29, 1940. Class work begins on the following Tuesday.

The Eighth Annual Invitational Debate sponsored by Illinois State Normal University is to be held on Friday and Saturday, January 12 and 13, 1940. Several colleges and universities will be represented at this debate. On Friday evening a dinner will be served at Fell Hall and will be followed by a reception at 9:00 P.M. A luncheon is scheduled for Saturday noon. Dr. F. L. D. Holmes, director of the speech division, is in charge of the arrangements.

The Illinois State Archeological Society will meet on the campus January 13. Professor Clyde Hudelson is one of the vice-presidents of the organization.

The Central Division of the Illinois Education Association will hold its annual meeting on the campus of the Normal University on Friday, March 8, 1940. The main meeting will be held in McCormick Gymnasium, while the sectional meetings will take place in various rooms on the campus. Mr. Harry Admire of the University faculty is the secretary-treasurer of the Central Division.

The Athletic Federation of College Women will hold its District Convention at Illinois State Normal University on April 11, 12, and 13, 1940. This convention, which embraces nine states, will bring approximately 300 women students to the campus. The W. A. A. of Illinois State Normal University, which is a member of the Athletic Federation of College Women, is sponsoring the event.

The annual Baccalaureate Exercises of the University will be held on Sunday, June 9, in Capen Auditorium. The Alumni Reunion and the Annual Alumni Luncheon will take place at Fell Hall on Monday, June 10. The new library building will be dedicated in the morning. That afternoon the Annual Commencement Exercises will be held in the Open-air Amphitheatre on the campus.

The forty-first summer session of the University will open with registration on Tuesday, June 11. The summer session ends on Wednesday, August 7. Persons interested in receiving a preliminary announcement of the summer session are asked to write to Mr. H. H. Schroeder, Dean, Summer Session, Illinois State Normal University.